

TOKO SCHOOL
National Administration Guidelines 5

Health & Safety

5. Toko School Board of Trustees is required to:

- i) Provide a safe physical and emotional environment for students;
- ii) Promote healthy food and nutrition for all students;
- iii) Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Toko School Board of Trustees meets its obligations to NAG 5, by ensuring that the following documentation is developed, implemented and reviewed as part of the Board's self review process.

Policy

Health and Safety Overriding Policy	Child Protection
Communicable Diseases	Digital Citizenship
Smoke Free	

Key Supporting Documents

Accident Register	Cleaner's Job description
Caretaker's Job Description	Crisis and Emergency Response Plan
Evacuation Plan	Hazards Register and Health and Safety Plan
Immunisation Records	Ministry Gazette Notices and Circulars
Public Health Records	School Emergency Ringing List
Toko Charter, including Strategic and Annual Plans	
10 Year Property Management Plan	5 Year Property Plan
Traumatic Incidents Resource Pack	BYOD Agreements
i.pad & Laptop user agreement – staff and students	
The Harmful Digital Communication Act 2015	

Procedures

Access to buildings	Administering Medication
Alcohol on school premises and at school activities	Animals at school
Arrival/departure of children	Attendance
Behaviour Management Steps Program	Bully Prevention & Response
Bus transport	Child access
Child sexual, physical, emotional & verbal abuse	Coaching
Copyright and licences	Crisis Management
Custodial access to children	Dental care
Drinking Water	Excursions involving an overnight Stay
Evacuation	Emergency Procedures
Fair play	When welcoming or visiting another school
First aid	Food handling
Guidance counseling	Head lice
Health & Safety of employers and non-employers	Health & Safety – on site trades persons
Injury & Incident Management and Reporting	Illness
Leaving the school grounds	Online Publication of Student Learning
Personal safety of staff	Poisons/sprays
Public health nurse	Rubbish disposal

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School Rules
Stray animals
Visitors to school

Sexual, racism & harassment
Sunsafe

This policy is reviewed on a 3 year cycle in line with the Board's document self review plan.

Board Review: March 2017

HEALTH & SAFETY POLICY

RATIONALE

Toko School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with the health & safety at Work Act 2015, standards, and codes of practice.

PURPOSE

To provide a safe working environment.

This is achieved by

1. All staff having individual responsibility for health and safety
2. All staff
 - Being informed of
 - Understanding, and
 - Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area
3. Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management.
4. Ensuring union and other employee representatives are consulted regarding health and safety management.
5. Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by:
 - Eliminating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people or
 - Minimising the effects of hazards, if they cannot be practicably eliminated or isolate.
6. Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work
7. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace. Refer School Crisis and Emergency Response Plan and Traumatic Incident Resource Pack.
8. Providing appropriate orientation, training and supervision for all new and existing staff. Refer Toko School Teachers procedures.
9. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors
10. Accurate recording, reporting and investigating injuries
11. Board of Trustees commitment to continuous improvement in health and safety
12. Board of Trustees commitment to comply with all relevant health and safety legislation
13. Supporting the safe and early return to work of injured employees
14. Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy.

15. The specific Board member taking responsibility for the development of Health and Safety in conjunction with the Principal and Staff is Laura Law.

CHILD PROTECTION POLICY

In cases of suspected or alleged child abuse TOKO School follows the procedures detailed in the *Vulnerable Children Act 2014*.

Key Principle: Trustees shall ensure that the needs of all children and their learning shall be paramount. (Statement One, Trustees Code of Ethics.)

Procedures: Flowchart and pages from *Breaking the Cycle*. This is on the Principals Shelf.

Key Points

- Community liaison social workers from the Department of Child, Youth and Family Services [CYFS] are available to assist schools in this area of staff development. All staff members should have access to a copy of *Breaking the Cycle: An Interagency Guide to Child Abuse* (a companion document to the protocols available from CYFS).
- Through curriculum delivery the school may provides programmes to develop skills in children that may assist them in identifying and protecting themselves from abusive situations.
- Any staff member has the right to report suspicion of abuse to CYFS or the police (Section 15 *Children, Young Persons and Their Families Act 1989*). The principal should be informed of any such action.
- **Only** CYFS and/or the police have the statutory authority to investigate allegations of abuse.
- Providing the report is made in good faith, Section 16 of the *Children, Young Persons and Their Families Act 1989* protects the person who reports from civil, criminal, or disciplinary proceedings regarding reporting suspected abuse. This **only** applies to reports made to CYFS and the police.
- Access by social worker or police to a child in school:
While the law does not require a CYFS social worker or the police to have consent from a parent or guardian to interview a child as part of an investigation into possible abuse or neglect, they generally try to obtain consent before a child is interviewed. On occasion it may not be possible or appropriate to obtain parental consent before a child is interviewed. This may be the case, for example, where a parent is the alleged abuser. In such circumstances the best interests of the child will determine the most appropriate approach.

Consent of school management is required before a child can be interviewed at the school.

Under normal circumstances the school management allows this access as the paramountcy principle applies. **The school does, however, have the right to deny the social worker or police access to the child if parental consent has not first been obtained.** In such an instance the social worker and/or police has the option of either obtaining parental consent or (if they believe this is not in the child's best interests) seeking a warrant from the Family Court. A warrant gives the social worker and/or police the authority to proceed with the interview and, if necessary, to take the child out of the school for the interview.

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- Where a child is interviewed at school the **normal procedure is for a staff member the child has confidence in to be present.** Ideally that staff member will be briefed by the social worker or police officer prior to the interview regarding the level of support to provide.
- Section 66 of the *Children, Young Persons and Their Families Act 1989* requires government departments and crown entities (including schools) to **provide information, on request, to the police, CYFS social workers, and care and protection coordinators, where the information is needed to determine whether a child or young person is in need of care or protection. Where the board or a staff member receives such a request they are required to supply it.** They should require a reference to the authority under which the information is being requested (ie reference to section 66).
- Where parents or others involved in a complaint use the *Privacy Act 1993* to request information provided by the child to the school, the school must give due consideration to the safety of the child if the information is disclosed. **The request can be refused if the school believes that in providing that information the child may be put at risk** (*Privacy Act 1993* Section 29 (d)).
- Where a third party approaches the school with concerns about a child, they should be directed to CYFS or the police.
- **Once CYFS is involved with a child the responsibility for the welfare of that child lies with CYFS.** While schools may from time to time disagree with the decisions made by CYFS, the school's primary responsibility is for the child's education.

Reviewed
March 2017

Additional Notes from STA Magazine October 2006

Please note in particular that only CYFS or the police have the statutory ability to investigate a complaint and that when they are interviewing the child they are the professionals in charge – a school staff member can support the child but must not interfere with the process.

COMMUNICABLE DISEASE POLICY

RATIONALE:

Toko School is committed to a positive approach in dealing with the issues of any communicable disease.

PURPOSES:

1. To provide a supportive environment for, and discourage unfair treatment of persons affected by a communicable disease as outlined in the Human Rights Act, 1993.
2. To ensure adequate measures are taken to reduce the chance of disease transmission in the school setting.
3. To set out a commitment to communicable disease prevention through appropriate health education in the school.

BASE GUIDELINES:

1. It is recognised that some communicable diseases require time away from school according to the general practitioners or Public Health Nurses recommendations.
2. Employment and enrolment at Toko School will not be affected by the presence of any communicable

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- disease infection. This includes Hepatitis B and HIV Infections.
- Confidentiality of the communicable disease status of any member of the Toko School community will be maintained at all times, as outlined in the Privacy Act 1993. For HIV there is no basis for needing to know others' HIV status. HIV testing is not required. Disclosure of HIV status (where known) is entirely voluntary; it is left up to the student/parent/staff member concerned according to their wishes. Rumours of HIV/AIDS in the school will neither be confirmed nor denied.
 - Toko School will co-operate with public health authorities in outbreak control, for instance meningitis.
 - Hepatitis B and meningitis immunisation (of staff and students) is encouraged, especially for staff involved in first aid.
 - Standard safety and hygiene procedures i.e. gloves to be worn if blood/body fluids present and Janola used to clean up blood/fluid spills.
 - Education, including discussion and answering questions will be covered in an appropriate manner within the health programme.

Reviewed March 2017

SMOKEFREE POLICY

Our smokefree policy allows us to comply with smokefree legislation, and promote a smokefree lifestyle to all members of the school community.

The legislation

The Smoke-free Environments Amendment Act, 2003, directs that all buildings and grounds are smokefree, 24 hours a day, seven days a week (with no exemptions). The education provisions in the Act aim to:

- prevent the exposure of children and young people to second-hand smoke
- prevent children and young people being influenced by seeing others smoke
- send a positive message about a smokefree lifestyle as the norm.

The Act applies to anyone on the school grounds including students, staff, visiting parents, contractors, and people hiring or using the school facilities outside school hours.

To comply with the legislation, schools must ensure that everyone coming on to the school site is aware that the entire grounds are smokefree at all times. This means:

- displaying Smokefree signs at every entrance to the school grounds and the outer entrance of every building
- advising contractors and other people working at school of our Smokefree Policy
- communicating the policy to parents through the newsletter and other means
- ensuring that people hiring or using the school facilities are aware of the policy and accept that there are no exemptions and that it applies 24 hours a day, seven days a week
- having a procedure for breaches of the policy.

Failure to take these steps may result in the management of the school being fined up to \$4,000 for non compliance. It isn't smoking that is the breach, it's failure to take the steps above.

Promoting a smokefree lifestyle

Smoking is the single most preventable cause of premature death and ill-health in New Zealand, and most people who take up smoking do so by the age of 18.

According to the Ministry of Health's 2006 Tobacco Use Survey the age of smoking initiation in New Zealand is 14.6 years.

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Exposure to second hand smoke (passive smoking) affects the health of non-smokers, especially babies and children. As well as the well documented health issues for children, recent studies have shown that exposure to passive smoking affects a child's behaviour and ability to learn (see helpwithsmoking.com). Children who receive consistent messages, see smokefree role models, and grow up in a smokefree environment are less likely to smoke. Our school aims to reduce smoking uptake among students and work towards a smokefree society through:

Consistent messages:

- We prominently display our Smokefree Policy in the staff room and the public area of the office.
- We display Smokefree signs and ask anyone smoking to stop.
- We do not provide ashtrays or smoking areas.
- We educate students through the curriculum about the harmful effects of smoking and exposure to secondhand smoke.
- Where possible, we provide staff with smokefree-related professional development.
- We communicate our smokefree policy to the school community via the newsletter and other means, and promote Quit Smoking programmes as appropriate.
- We inform parents of new entrants, and prospective employees, of our school's Smokefree Policy.

Role models

- Young people are more likely to start smoking if they see adults smoking.
- We promote all school activities outside of our school's premises as smokefree, e.g., EOTC activities, sporting events, etc., and remind parent helpers that they must not smoke while looking after students.
- We include the school road crossing (and rostered adults) in our smokefree zone.
- We regularly remind current employees of the policy and ask them to ensure they cannot be seen smoking by students even when they are off the school grounds.

Smokefree environment

- There is no smoking anywhere at school at any time.
- Parents are encouraged to embrace a smokefree lifestyle.

Breaches of the smokefree policy

Students found smoking in or around school are offered appropriate counselling and education. Parents are contacted and encouraged to deal with the smoking as a health issue rather than a discipline issue. Adults smoking in or around school environment will be reminded that the school is smokefree by law and asked to stop smoking or leave the premises.

Complaints

All complaints involving smoking are referred to the principal, who may pass these to the board of trustees for investigation. Investigations take place within 20 working days of the complaint or incident and follow the procedures laid down in the Smokefree Environment Amendment Act, 2003.

Briefly, these are:

Any complaint about smoking in the workplace should be made to the principal (who may refer it to the board) or to the Director General of Health. Complaints made to the Director General are referred back to the board in the first instance.

The principal/board has 20 working days to investigate whether there has been a breach of the Act, and to try to resolve the complaint. This involves being assured by the person in possible breach of the Act that there will be no further cause for such a complaint.

Employees are entitled to have a workplace representative present at any meeting called by the employer to resolve the complaint.

If the principal/board is unable to resolve the complaint within 40 working days of receiving it, they must refer it in writing to the Director General of Health.

Employment relationship issues arising from smoking in the workplace are dealt with in terms of the Employment Relations Act.

References

Smokefree Schools Nga Kura Auahi Kore
Ministry of Health
National Drug Policy New Zealand
www.healthed.govt.nz
<http://www.secondhandsmoke.co.nz>
The Public Health Service at your local District Health Board.
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DIGITAL CITIZENSHIP POLICY

RATIONALE

Toko School supports a Digital Citizenship model for the promotion of safe and responsible use of technology.

The board recognises that by fostering a culture of successful digital citizenship in our students, staff and our wider community we are encouraging everyone to take responsibility for themselves and others in their use of ICTs. This allows us to harness the potential that technology brings to the teaching and learning process, while minimising *and* learning to effectively respond to the challenges we may experience while using them in a learning context.

The board is aware that preparing our students to make effective use of ICTs is an important part of their preparation for participation and contribution in society today and into the future.

It is our belief that we must prepare our students to actively participate in the world in which they live. It is clear that a key skill in this new world will be their ability to participate as effective digital citizens. An important part of learning these skills is being given the chance to experience the opportunities, and the challenges presented by technology in a safe, secure and nurturing environment, where clear, effective guidance can be sought as students and teachers learn.

The board recognises that its obligations under the National Administration Guidelines extend to use of the internet and related technologies.

POLICY GUIDELINES:

Toko School will develop and maintain procedures around the safe and responsible use of the internet and related technologies (ICTs). These internet safety procedures will recognise the value of the technology and encourage its use in a teaching and learning context while helping to minimise and manage the challenges that may be experienced by students, teachers and the wider school community.

The school will consult with parents and the wider school community, as to how it intends to use ICT and where possible explain how it benefits the teaching and learning process.

These procedures will aim to not only maintain a safer school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of information and communication technologies.

Reviewed March 2017

RESPONSIBLE USE AGREEMENT



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INTRODUCTION

Toko School believes in a Digital Citizenship model for supporting safe and responsible use of the internet in teaching and learning. An important part of this is that we are able to show others what that responsible use looks like while we are using technology in our learning.

We think a good digital citizen is someone who;

- is a confident and capable user of ICT
- will use ICT for learning as well as other activities
- will think carefully about whether the information they see online is true
- will be able to speak the language of digital technologies
- understands that they may experience problems when using technology but can deal with them
- will always use ICT to communicate with others in positive ways
- will be honest and fair in all of their actions using ICT
- will always respect people's privacy and freedom of speech online

will help other to become a better digital citizen



Because we know this is important for us all, we ask everyone, the staff, students and volunteers working at the school to agree to use the internet and other technologies in a safe and responsible way by following the rules laid out in a Responsible Use Agreement like this one.

If someone cannot agree to act responsibly, or the things that they do mean that other people are being harmed, then we might stop them from using the internet or other technology at school.

When
will



STUDENT RESPONSIBLE USE AGREEMENT

using information & communications technologies (ICT) at Toko School I always be a good digital citizen. This means that I;

- **Will be a confident and capable user of ICT.**
I know what I do and do not understand about the technologies that I use. I will get help where I need it.
- **will use ICT for learning as well as other activities.**
I understand that technology can help me to learn. I also know it can also be used to talk to people, to buy and sell things and to have my opinion heard. I know when and where it is OK to do each one.
- **will think carefully about whether the information I see online is true.**
I know that it is easy to put information online. This means that what I see is not always right. I will always check to make sure information is real before I use it.
- **will be able to speak the language of digital technologies.**
When people talk online the things they say can be quite different from a conversation they might have if they were sitting next to each other. I know that I must try to understand what people are saying before I react to them. If I am not sure, I can ask them or someone else to explain.
- **understand that I may experience problems when I use technology but that I will learn to deal with them.**
I understand that there will be times when technology may not work as I expected it to, or that people may be mean or unkind to me online. When these things happen, I know that there are ways I can deal with it. I also know there are people I can go to, to get help if I don't know what to do next.
- **will always use ICT to communicate with others in positive, meaningful ways.**
I will always talk politely and with respect to people online. I know that it is possible to bully or hurt people with what I say and do on the internet. I will think about the effect that my actions have on other people.
- **will be honest and fair in all of my actions using ICT.**
I will never do anything online that I know will hurt anyone. I will make sure what I do is not against the law. I will make sure that my actions don't break the rules of the websites that I use. When I am not sure about what I am doing I will ask for help.
- **Will always respect people's privacy and freedom of speech online.**
I understand that some information is private. I will be careful when using full names, birthdays, addresses and photos of other people and of my own. I also know that I will not always agree with what people say online but that does not mean that I can stop them or use it as an excuse to be unkind to them.
- **will help other to become a better digital citizen.**
Being a good digital citizen is something that we all have to work at. If I know that my friends are having problems online, I will try to help them. If I see that someone is being unfairly treated online then I will speak up rather than just watch it happen



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Parent Declaration

I understand that our school is supporting students as they learn the skills required to become successful digital citizens. Our school defines a digital citizen as someone who;

- is a confident and capable user of ICT
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- is aware of ICT challenges and can manage them effectively
- uses ICT to relate to others in positive, meaningful ways
- demonstrates honesty and integrity in their use of ICT
- respects the concepts of privacy and freedom of speech in a digital world
- contributes and actively promotes the values of digital citizenship

I understand that our school has a policy and associated procedures* which outlines the school's digital citizenship approach and how this supports teaching and learning.

**These documents are available [on the school website/ on request/ at the school office]*

I understand that the school provides access to the internet and other communications technologies because it believes that they enhance the teaching and learning process.

I understand that the school encourages responsible behaviour by students when using technology to help protect themselves and each other from experiencing harm online. I am aware that this "Responsible Use Agreement" is part of that, and that it encourages students to consider how their actions can affect themselves and those around them.

I have read the **student responsible use agreement** and have talked with my child about what it means to them. I am happy that my child understands what this means, and that they are capable of working within the guidelines.

I am aware that students can experience challenges when using technology, but that the school makes every effort to support students to manage those challenges effectively. I understand that by learning to deal with them in a safe environment with the appropriate support they will be better prepared to deal with those challenges in the future.

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If I have questions or concerns about the way in which technology is being used by my child at school, I know the school is happy to discuss this with me, and I am aware that I am welcome to do this at any time.

Signed: _____

Date:

Child's (ren's) Name (s): _____

RESPONSIBLE USE AGREEMENT FOR STAFF

INTRODUCTION

Toko School believes in a Digital Citizenship model for supporting safe and responsible use of the internet in a teaching and learning context. A vital part of fostering this culture is the support that is provided to students in their learning by the “Guides” around them. One of the most important parts of this guidance is the modelling of good digital citizenship skills that young people observe in their day to day interactions.

Toko School defines a successful digital citizen as an individual who;

- is a confident and capable user of ICT
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- is aware of ICT challenges and can manage them effectively
- uses ICT to relate to others in positive, meaningful ways
- demonstrates honesty and integrity in their use of ICT
- respects the concepts of privacy and freedom of speech in a digital world
- contributes and actively promotes the values of digital citizenship

You can read more about [Digital Citizenship in schools here](#)

In line with this belief, we ask all staff, students and volunteers to commit to using the internet and associated technologies in a safe and responsible manner by accepting a Responsible Use Agreement.

Access to the ICT services provided by the school may be withdrawn if a responsible use agreement is not signed.

GUIDELINES FOR RESPONSIBLE USE

The school provides access to the internet and associated technologies because it believes in the benefits that they bring to the teaching and learning process. It is expected that they will be used to benefit staff and students, but it is also understood that they may be used to engage in personal activities. All activity must be appropriate to the school environment. This applies to school owned ICT devices used inside or outside of school, and personally owned ICT devices used inside school and during school activities.

Your user account is provided exclusively for your use. You are responsible for all the activity that is associated with your account. Please don't share your account details with anyone. To help maintain the security of your account please use a strong password. If you suspect that your account details are known by someone else, then please let the school know.

In all use of ICT devices it is important to relate to others positively, to avoid engaging in harassing or harmful communications, to respect other peoples freedom of speech and uphold their right to privacy.

The principles of confidentiality and privacy extend to accessing, inadvertently viewing or disclosing information about staff, or students and their families, stored on the school network.

Teachers should bear in mind that professional and ethical obligations are as applicable to activity online as they are to their daily interactions with students and the community in and out of school. The Teachers Council Code of Ethics provides a useful framework for decision making around what is and is not responsible, ethical conduct.

It is every individual's responsibility to ensure that when using ICT their actions are within the law. This includes research, communications, use of social media, file sharing and any other activity carried out in the context of teaching and learning.

Everyone at Toko School must comply with New Zealand copyright law as laid out in the Copyright Act 1994. Some parts of the law such as the Infringing File Sharing Amendment 2011 make the school accountable for copyright infringements recorded as taking place using the school internet connection. The school may pass on any costs associated with copyright infringement to those responsible.

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All ICT equipment should be used with care. If you need to install hardware or software and are unsure of how to do so, or are concerned about the effects that this may have, then check with the school before you do. If you know that equipment has been damaged, lost or stolen, please report it as soon as you can.

Our school believes in the importance of developing confident and capable users of ICT. If you are unsure of anything regarding the use of ICT in teaching and learning, you should discuss this with your manager, or a member of the school leadership team.

Our school has a policy and procedures around digital citizenship and internet safety. You should familiarise yourself with them. They will give you an idea about our school and our communities values relating to digital citizenship, and also provide support for you in terms of dealing with any challenges you may experience when using ICT. If you are unsure or uncomfortable with any part of these documents you should discuss it with a member of the school leadership team.

Should a situation arise that you feel may constitute a breach of this agreement, either accidental or deliberate, please notify a member of the school leadership team as quickly as possible. Make a detailed note of the incident including time, date, the names of those involved, any devices involved and your summary of the situation.

RESPONSIBILITIES OF THE SCHOOL

In the interest of maintaining a safe environment, the school reserves the right to conduct an audit of its computer network, internet access facilities, computers and other school ICT equipment¹. This may include any stored content, and all aspects of its use, including email. An audit may include any device provided by or subsidised by/through the school or provided /subsidised by the Ministry of Education. For this purpose, any electronic data or files created or modified on behalf of the school on any ICT device, regardless of who owns it, is the property of the school.

The school may monitor traffic and material sent and received using the school's ICT infrastructures.

Toko School believes that ICT is an integral part of teaching and learning, but is aware that when using it we may experience challenges from time to time. To this end the school may deploy filtering and/or monitoring software where appropriate to restrict access to certain sites and data. Filtering should enhance the teaching and learning process rather than restrict it. In situations where this is not the case, you should inform the school rather than attempting to circumvent filtering or monitoring systems.

YOUR RESPONSIBILITY AS A DIGITAL CITIZENSHIP GUIDE

The guidance that young people receive in their development of digital citizenship skills is of the utmost importance. The success of their learning is greatly enhanced by the increased capability of the guides around them. As a critical component in this process for learners it is important that you understand what makes a successful guide.

- As a guide you should be knowledgeable about the technology that young people are using to enable you to discuss the way in which it is used, and the challenges experienced.
- You should be aware of opportunities presented by technology in terms of its use in education, but also its use in other aspect of society including its social application.
- You should be aware of challenges that exist around the technology. This means understanding the challenges, as they exist in the lives of young digital citizens.
- You should act as a consistent and positive role model for responsible activity online
- You should be confident in your ability to make value judgements about challenge and opportunity for learners.

As a guide, you should discuss your own experiences as a digital citizen and share your strategies for managing challenge with students. However, it is vital that you recognise the importance of consistent, positive role modeling in all of your use of technology in a teaching and learning context.

As part of our commitment to our digital citizenship philosophy, the school will provide you with support in your role as a digital citizenship guide. If you require support at any time, please discuss it with a member of the school leadership team.

¹ Please note that conducting an audit does not give any representative of Toko School the right to enter the home of school personnel, nor the right to seize or search any ICT equipment/devices belonging to that person

BREACHES OF THIS AGREEMENT

A breach of this agreement may constitute a breach of discipline and may result in a finding of serious misconduct. A serious breach of discipline would include involvement with objectionable material, activities such as abuse or harassment or misuse of the school ICT in a manner that could be harmful to the safety of staff or students, or call into question the user's suitability to be in a school environment.

If there is a suspected breach of this agreement involving privately-owned ICT on the school site or at a school-related activity, the matter may be investigated by the school. The school may request permission to audit that equipment/device(s) as part of its investigation.

In addition to any inquiry undertaken by the school itself, it may be necessary to notify an applicable law enforcement agency at the commencement, during or after our investigation.

Declaration

I have read and am aware of the obligations and responsibilities outlined in this Responsible Use Agreement document, a copy of which I have been advised to retain for reference. These responsibilities and guidelines relate to the safety of myself, students, the school community and the school environment.

I also understand that breaches of this Use Agreement may be investigated and could result in disciplinary action or referral to a law enforcement agency.

Name:

Signature

Date

NAG 5 PROCEDURES

ACCESS TO BUILDINGS

1. Staff and other key holders have access to all buildings.
2. Contractors to arrange access through the Principal.
3. **All people** using school buildings need to ensure that they are secured and locked.
4. A key register is maintained by office staff.

ADMINISTERING MEDICATION

1. To administer paracetamol parents need to have signed an agreement on enrolment. This information is on the school's Student Management System, Assembly. However, children *needing* pain relief may need to go home. Teacher will decide whether going home is the best option after quick discussion with Principal or Office Manager.
2. The dosage, time and amount will be given via the home medical slip.
3. All requests to administer other medication must be made in writing and signed by the parent. The exact dose of medication must be clearly labelled. All medication needs to be clearly labelled in the correct dispensary container and be kept in the staff fridge. If it doesn't need refrigerating it will be kept in the locked medical cabinet.

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4. The responsibility of administering the medication to individual children is delegated to the Office Manager.
5. The teacher will endeavor to administer the medication as requested, but cannot be held responsible if the medication is not given at the correct time.

ALCOHOL AT SCHOOL

1. The consumption of alcohol on the school premises is prohibited during the hours that the school is open to the pupils.
2. The Principal may approve the provision of alcohol at adult school functions provided that it is incidental to the main purpose of the gathering.
3. The liquor distribution point and place of consumption must be well clear of roadsides and preferably out of view of public using the road.
4. Consumption of alcohol inside the swimming pool complex is prohibited. Persons using the pool or school grounds outside of school hours are not to bring alcohol into the school grounds.

ANIMALS AT SCHOOL:

1. "Animal" is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.
2. It is generally accepted that other living creatures such as spiders, snails, worms and insects must also be treated with care and kindness.
3. If the appropriate care cannot be provided, the animal is not to be kept in school.
4. Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.
5. Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in the school is guaranteed.
6. Responsibility for the welfare of animals rests with the teacher.
7. Animals must have appropriate diet, including access to water. Provision must be made for care at weekends and over holidays.
8. Animals must have cages/containers of an appropriate size, which are ventilated and hygienic. Animals must not be subjected to extremes of noise, draught or sunlight.
9. Animals must be free from injury or disease. Diseased or injured animals must be treated, and must not be kept at school.
10. Animals must be handled/kept in such a way that they are not subjected to stress or fear.

ARRIVAL/DEPARTURE OF CHILDREN:

1. Most children arrive at Toko School on the bus between 8am and 8.40. Children arriving at school will be monitored by teachers in the classroom or playground. Children arriving very early at school need to be as responsible as possible and endeavor to look after themselves!
2. Teachers will be available to supervise children from 8.10 – 9.00 and from 3.00pm until the last bus departs.
3. A duty teacher will check children on to the bus at 3.25pm and then remain on duty until the last bus leaves.
4. Children walking/cycling/being driven home will be encouraged not to arrive at school before 8.30am and to leave school promptly and go straight home in the afternoon.
5. Children who cycle to school will leave their bikes in the bike racks. No riding around on the school grounds!
6. When waiting for the bus or for parents/caregivers, children must wait inside the school gate.
7. Duty teacher is responsible for clearing the messages at 3pm and hold the phone until last bus departs.
8. Parents of children arriving or departing between the hours of 9am and 3 pm must report to the office and complete the student sign in, sign out book.

ATTENDANCE

1. An absences book is kept in the office. All staff receiving information regarding a child's absence need to **immediately record** this information into the absence book. Do it straight away and it will not get forgotten.
2. Before **9.20am** teachers identify ALL children that are **away from school** and record their names **visibly** for office staff to check. Teachers need to be proactive in this area and ensure that a clear routine is in place and it is followed accurately. This is clearly the teachers responsibility.
3. Office staff visit classrooms at **9.20am** and collect the names of children absent from school. Office staff may seek confirmation from teaching staff.
4. Office staff calls parent/ caregiver of any child whose whereabouts is unknown. Office staff ascertains the reason for the absence.
5. Office Secretary informs Principal or Deputy Principal in the event of Principals absence, of any **unexplained or unjustified absences** and of efforts thus far to contact caregivers. Every effort should be made to contact the caregiver (if they have not contacted us). **However, Principal discretion may be used to stop the process if this is proving futile.** E.g. The child was ill

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yesterday, *or*, all phone numbers have been exhausted and the Field Days are on and the family is known to attend these!

6. Principal monitors children's attendance and when necessary contacts truancy service. Principal may well provide a print out for caregivers highlighting the level of absence.
7. As of 2007 (Accredited by Ministry of Education) Toko School keeps electronic rolls. Office Secretary completes the attendance information onto Assembly in the morning, Classroom teachers do so in the afternoon..
8. Reminders are placed in newsletters asking parents and caregivers to contact the school in the event of a child's absence.
9. Children that are absent for **5 consecutive school days** are asked for a medical certificate to support the child absence from school.

BEHAVIOUR MANAGEMENT

Our goal is to have well behaved children, who allow others to learn within a shared environment. If the actions of a child are inappropriate we need a clear process to follow.

In order to provide a safe and secure environment for our children we need to have in place a programme to deal with inappropriate behaviour within the school.

Our first priority must always be the safety of the children in our care.

It is possible that a child or children in the school can pose a danger to other children.

This procedure aims to reduce the risks for teachers and children alike.

Teacher discretion must be used at all times, including when to invoke this procedure.

This is not just for minor misdemeanors. It is a conscious decision that we need to start formal action to curb the behaviour of a child.

Additionally, it is important to note that the principal can **bypass all steps and stand a child down**, if the need arises. This would be in the event of serious misconduct.

A teacher needs to make a **formal decision when to invoke the steps program**, and make this clear to the parents, principal and the child concerned if they are to be put on the steps programme.

All behaviour Incidents must be recorded on Assembly.

PROCEDURES:

Step One

Rule is broken and the teacher decides whether this action warrants 'invoking' the steps program. If so:

Name and circumstances is recorded by teacher on Assembly and an **apology** received.

Principal advised.

Reflection to be 30 minutes (1 p.m.-1:30 p.m.) during the second half of lunch hour. This may be indoors (classroom work task) or outdoors (grounds duty).

Parent informed.

Principal informed

If no further disruption occurs they will be downgraded after **one week**.

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If however further disruption occurs they will go to Step Two.

Step Two

Same as step one plus:

Child visits Principal and have a discussion about behaviour and reasons and outcomes!

Principal phones parents for a talk. Parent may be asked to come to school to discuss the situation.

Teacher records events on Assembly, Principal records events.

Please note a child going back a step avoids any punishment e.g. a detention.

However, if further disruption occurs child is moved to Step Three.

Step Three

Principal and staff have revisited Ministry guidelines on Stand downs and Suspensions 2003. However, if a child gets to Step 3 Re read all documentation.

Persistent poor or unacceptable behaviour **is ongoing**.

Principal with staff consultation will decide on counseling needs and **reflection will be for one week**.

Teacher record all events and inform principal.

Parents to be notified of concern by phone call. A meeting organised. Parents come to school.

Teacher and **Principal and child meet with the parents involved**.

A daily report system is introduced, which needs to be maintained both **at home and at school** for a period of **two weeks**. After this time a decision can be made whether to go back steps or forward to step 4.

Step 4.

Persistent or unacceptable behaviour is ongoing.

Parents conference with Principal and teacher and child. Board of Trustees Chairperson informed of actions taken so far and the views of all concerned.

A daily report system is maintained which needs to be completed both at home and at school for a period of **two weeks**. After this time a decision can be made whether to go back steps or forward to Step Five.

If however, behaviour is improving the child works backwards down the steps program.

Backward progress should be for a week at a time. No negative penalty used, ie detentions when moving back down the steps programme.

Step Five

Parents conference with Principal and teacher and full Board of Trustees informed.

Professional help to be considered where appropriate (Special Education Service, Police Youth Aid Officer).

Contract is re-visited and **detention will be for one week under supervision**.

A daily report system is maintained which needs to be completed both at home and at school for a period of **two weeks**. After this time a decision can be made whether to go back steps or forward to Step Five.

Step Six

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Repeated unacceptable behaviour results in the child being stood down, suspended, excluded or expulsion. Decision is made by Principal.

NOTE:

- 1) Counselling must be sought, and supported by the parents and continue throughout all the steps. The objective is to eliminate the unwanted behaviour and not to denigrate the child.
- 2) An apology is received at all steps.
- 3) The Behaviour Contract can be cleared when the child displays a continued period of acceptable behaviour.
If a child commits a serious act of misconduct, he or she may be entering the steps program at a higher step than step one. It is up to the Principal to decide the appropriate step to enter.

As with all dealings, appropriate record keeping must be maintained throughout the process.

Communication with the parent is vital at all steps of the process.

BULLYING PREVENTION & RESPONSE

The Toko School Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectation and the requirements of NAG 5. The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whānau share the responsibility for making Toko School a respectful and inclusive environment.

We are committed to ensuring that our school provides an environment free from bullying behaviours. All members of our school community – Board of Trustees, school leaders, teachers, staff, students and parents and whānau should have an understanding of what bullying is; and know what to do when bullying does occur.

Definition:

Bullying behaviour is not an individual action. Our school community agrees that:

- Bullying is deliberate
- Bullying involves a power imbalance
- Bullying has an element of repetition
- Bullying is harmful.

Bullying behaviours can be physical, verbal, or social, and can take place in the physical world or digitally. Bullying is not an individual action. It involves up to three parties; initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying).

BULLYING PREVENTION

We recognise that real change happens when students, staff, parents, whānau and other members of the community share responsibility for making our school a respectful and inclusive environment. We will:

- Survey our school community and students.
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan if required.
- Regularly promote our expectations and successes in preventing bullying (eg, in assemblies, newsletters and Facebook, reports to the Board of Trustees)
- Provide professional learning and development on our understanding of bullying prevention and response (staff meetings, parent meetings)

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- Use a range of activities including curriculum based programmes to develop the ability for students to relate to each other (Kia Kaha, peer mediation, social problem solving solutions, role playing, Quality Circle Time)
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our Digital Citizenship Use Agreements)
- Ensure our students, staff and community are aware of the **Harmful Digital Communications Act 2015:**
<https://www.netsafe.org.nz/hdc-in-schools/>

BULLYING RESPONSE, FOR WHEN BULLYING OCCURS

We recognise the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour.

- All reported incidents of bullying will be taken seriously and followed up as appropriate.
- An appropriate adult will support the affected students by:
 - reassuring that they have done the right thing in reporting the incident
 - using the assessment matrix (in Bullying Prevention and response: A Guide for schools), record a description of what happened and assess the level of severity.
 - using the quick reference guide, responding to bullying incidents (in Bullying Prevention and response: A Guide for schools) to activate the response and action needed.
- We will involve parents and whānau as early as possible and as appropriate.
- All more serious incidents will be escalated to senior management and we will seek advice and involvement from outside agencies.
- In the case of Cyber Bullying Toko School will follow the **'Safe Harbour'** complaints process for online content hosts. This link provides guidelines for safe harbour
<https://www.justice.govt.nz/justice-sector-policy/key-initiatives/harmful-digital-communications/safe-harbour-provisions/>
- Netsafe's new complaints resolution service will have the powers to help internet users more easily resolve cases of harmful digital communication. This link provides a guide for schools:
<https://www.netsafe.org.nz/hdc-in-schools/>
- We will provide appropriate support for targets, bystanders and initiators of bullying behavior.
- We will regularly monitor all incidents of bullying and identify patterns of behaviour.

RAISING AWARENESS

We recognise the importance of good communication between home and school to promote consistent messages and to ensure that any reported bullying can be recognised and responded to effectively. We will regularly raise the awareness of our school community's approach to bullying and celebrate our positive school culture, for example through parent evenings, assemblies, class-based activities, and displays.

Our interaction with our wider school community will include reports to the Board of Trustees, school newsletters, and information (including the policy) on the school's website. We will make the policy available in multiple formats (in print, on the web and in school notices and newsletters) and ensure it is translated into other languages as necessary.

BUS TRANSPORT

1. No non-bus child shall ride on school the bus without permission from the Principal, an exception is the town bus.
2. Any issues arising over the operation of the bus shall be dealt with by the Principal, or a teacher delegated with bus responsibility.
3. A teacher will be identified as 'in charge of buses'.

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4. Stratford High has a bus controller. Contact them regarding school bus behaviour as well as dealing with it at the Toko School end!
5. Denis Edgecombe is the Ministry liaison re all transport matters.

CHILD ACCESS

1. In cases where children are in the custody of separate caregivers, the school needs to have clear instructions in who can have access.
2. Clear instructions applying to such children will be filed in the office and be available to staff dealing with any situation where access may be questioned.
3. Information will be updated as required.

CHILD SEXUAL, PHYSICAL, EMOTIONAL AND VERBAL ABUSE

Guidelines:

1. When a child comes forward with a problem or concern, staff will be receptive and sensitive to the child so that the child feels listened to and believed.
2. Staff who have a concern or have been approached with a problem must discuss it with the Principal. No outside agency will be involved without the prior knowledge of the principal.
3. In the case of a report from a third party, the principal and staff will note the complaint and refer it onto the appropriate agency.
4. In cases where the principal and staff member identifies there is a concern the parents will be informed, except where the child's welfare is likely to be threatened.
5. The school will use the most appropriate agency for sexual abuse and the most appropriate agency for physical abuse and/or neglect.
6. The school will continue to monitor progress and ensure that appropriate assistance is given to the child.
7. Appropriate ongoing teacher and children training will be given. Keeping ourselves safe and self esteem units will be taught as part of the Health Syllabus to increase children's assertive skills in dealing with an uncomfortable situation, and to help raise tconsciousness of the issues.

Procedures:

1. Individual profiles are already kept on children. These will include observations on social development.
2. Keeping in mind childrens' welfare is paramount. Parents may be consulted about changes in behaviour and try to identify a reason. It may be caused by a change in the family's home circumstances.
3. All information/discussions will be confidential to the staff involved. Data will be stored in a secured place known to the principal and staff. This data will be kept for the duration of the

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child's stay at the school. It will be forwarded to the appropriate agencies at the discretion of the principal.

4. Where a teacher is concerned about a child they must discuss it with the principal.
 5. Where further action is necessary the principal will contact the appropriate agency without identifying the child and seek advice on the appropriate action.
 6. Once an agency has been involved, that agency and where appropriate the Police, will investigate, and the school will act on the advice from those agencies.
 7. Whenever an interview is held with a child, an adult or the staff whom the child has confidence in, must be present. The welfare of the child is the first priority and wherever this is compromised the interview will be terminated. Any staff members attending such interviews would need to have the ability to make this judgment.
1. Support for staff and the child concerned will be sought from the agency involved.

COACHING

1. Parents and/or teachers wanting to coach a team should make every effort to gain the coaching certificates of that sport. This would perhaps make them more suitable for selection than the next person wanting to do the job.
2. When more than one person is interested in coaching a team, past time, coaching skills and commitment to the sport will be considered.
3. A sub-committee of the Principal and a teaching staff member with physical education responsibilities will interview interested coaches when more than one person is wanting to coach the team. When one of the sub-committee is one of the applicants, a senior staff member will take their place on the sub committee.

COPYRIGHT AND LICENCES

1. Under Section 221 of the Copyright Act, schools are permitted to copy and use copy-righted material for educational purposes so long as:
 - a. A reasonable proportion of the work is copied, and in any case no more than 3% or 3 pages.
 - b. No more than one copy per person in the class is produced.
 - c. No profit is made.
 - d. It is only used for instruction.
 - e. It is used for performance so long as the audience is limited to children and staff and does not include parents/caregivers.
 - f. Any play or musical score for parent/caregiver or public performance first has permission from the person holding performing rights.
2. National Film Library films/videos are automatically usable as a blanket waiver covers them.

**CRISIS MANAGEMENT: Refer Crisis and Emergency Response Plan
Copies in Principals Office, Staff Room**

A crisis is a tragedy involving a severe emotional impact on the affected persons such as a sudden death or suicide.

In the event of a crisis that affects our students, staff or community (such as a tragedy or trauma) a prolonged stress response in many individuals may be expected. This may be difficult to recognise if the shock is widespread. A crisis has the capacity, as well, to distort normal responses, and can effect the whole school operation should it impact upon those in key roles in the school. Reactions may be irrational. They may include shock and inertia, forgetfulness, a tendency to believe false information or to scapegoat, and strong emotions such as grief, anger, anxiety and denial.

Research shows that denial is a harmful option and may lead to more severe difficulties later on. Conversely, sensible actions taken in response to a trauma have worthwhile outcomes in terms of preventing or limiting the ill effects of the experience, such as loss of motivation or loss of enjoyment of work. In the case of suicide it is particularly important to respond sensibly in order to prevent or limit any chances of imitation or scape goating.

CUSTODIAL ACCESS TO CHILDREN:

1. Until a court order or a legal agreement between the parents giving sole custody is shown to the Principal it is assumed both parents have equal custody and access rights in situations where the parents are separated, divorced or unmarried or the children are subject to a court action.
2. Up to date legal documentation regarding the welfare of children should be forwarded to the Principal so that the appropriate procedures for the protection of the children at school can be put into place.
3. While the Principal and teachers are expected to exercise care and skill in looking after the welfare of children, as would a responsible parent, they can only act appropriately when they receive the appropriate information.
4. The onus is on the parent to provide:
 - * Up to date, accurate information on access and custodial arrangements.
 - * Up to date telephone numbers.
 - * Legal documentation when appropriate especially on enrolment.
5. Any information held at school about any particular child will be treated in the strictest confidence.
6. It is not the Principal's job to adjudicate disputes or interpret court orders.
7. The Principal is empowered to call in neutral legal representation in any matter involving on-site disputes.
8. No action will be taken by a member of staff in regard to custodial care without prior knowledge of the Principal.

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9. The Principal must inform the custodial caregiver of any incident regarding custody that gives cause for concern.

DENTAL CARE:

1. Dental care is accessed by the parents at the dental health provider of their choosing. The names of all children enrolled in the school are passed to the Stratford Health Centre. They contact parents to ascertain their preferences and pass on this information.

DRINKING WATER

1. The Regional council checks the drinking water 2 times a year. They report back to the school within a month after the report.
2. The Board undertakes to check the drinking water monthly.
3. Use the local water testing establishment for water testing.
4. The School Secretary would generally take the samples to town.

EXCURSIONS INVOLVING AN OVERNIGHT STAY

1. The Board must approve all school activities involving an overnight stay **at least 10 months (Year 7 & 8), 6 months (Year 5 & 6), 3 months Year 3- 4** before they are due. The trip is not to be mentioned to parents or pupils before this approval is given.
2. All parents with children involved in an excursion involving an overnight stay must be fully informed of all transport options, including costs, advantages/disadvantages, teacher preference etc., at the same time as they are first informed there is to be an excursion involving an overnight stay.
3. Parents must be given a reasonable amount of time to assess all details pertaining to the excursion involving an overnight stay.
4. All parents must register a preference to one of the proposed transport options by an appropriate method, e.g., a vote at a meeting, by a return slip from a newsletter, etc.
5. If there is not a unanimous decision in favour of one particular transport option then the option taken will be the one which has a minimum of 75% parents support.
6. All children/parents/teachers must travel by the same transport option.
7. Any parents still not happy with the transport option decided on are entitled to withdraw their child from the excursion involving an overnight stay.

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8. The teacher in charge of the trip must be familiar with the area being visited, capable of carrying out the responsibility of organising and leading the planned activities and competent to deal with emergencies.
9. The Principal must be kept informed of the progress of events toward camp.
10. The ratio of adult to children should be: Overnight Camps - 1:5 and Overnight Education Tour/Visit - 1:8 or comply with legal requirements.
11. The children's safety is paramount. Hazardous activities and the use of potentially dangerous equipment will not be approved. Activities such as skiing, sailing, rock climbing etc given adequate supervision are within the bounds of safety.
13. If possible an emergency vehicle will be available for overnight stays. A cellphone is recommended. Each group will include at least one adult with appropriate first aid experience and a first aid kit must be available at all times.

EVACUATION:

1. All staff will be responsible for the children in their care
2. Evacuation procedures to be followed:
 - a) Children to leave classroom in orderly manner
 - b) Teacher to collect roll and once at the assembly point check all children are present
 - c) All children to remain at assembly point until the all clear is given
3. Each term the school carries out an Emergency Evacuation Drill.
4. Revise the Emergency Disaster Plan annually.

EMERGENCY; Refer Crisis and Emergency Response Plan

FAIR PLAY FOR PLAYERS / COACHES / SPECTATORS:

Children, coaches, parents and teachers have a right to enjoy all sporting events in a positive manner. This will happen best when children, teachers, coaches and parents show respect for the opposition, the officials and the rules of the game. Children, coaches, parents and teachers need to be responsible for their actions and demonstrate fair play at all times.

1. Always give it heaps but don't get ugly.
2. Abide by the rules of the game.
3. The umpire, referee, teacher or coach in charge of the game is always right.
4. Keep your cool no matter what happens.
5. Show respect towards your opposition.
6. Be humble in winning and gracious in defeat.
7. Coach's award fair play certificates to children at assembly for fair play exhibited in sports during school time.

WHEN WELCOMING OR VISITING ANOTHER SCHOOL

1. Represent and wear your Toko School uniform with pride.
2. Be on your best behaviour both on and off the sports field.
3. Remember your manners.
4. Remember to thank the opposition team, coach and the referee or umpire of the game.
5. When playing at home greet your visitors to the gate, show them to the appropriate place and provide refreshments after the game.

FIRST AID:

1. All staff may administer First Aid. Training will be provided for all staff as part of the professional development programme.
2. First Aid will be budgeted for on an annual basis.
3. Staff are required to wear gloves when attending to any injury involving blood.
4. The First Aid cabinet is located in the Medical room and supplies are kept in a cupboard. Personal medications are kept in a locked cupboard in the Medical room. First Aid kits are available for school trips from the office.

FOOD HANDLING

1. **Staffroom Procedure**
 - * Food should always be covered (if on benches) or in the fridge.
 - * Hands are washed before food is served to anyone.
 - * Used cutlery/crockery is washed and put away by staff or duty children. Larger events may well need teachers to assist.
2. **Classroom Procedure**
 - * If food preparation and handling is to be part of lesson, all children must learn safe food procedures before starting the lesson.
 - * When food is prepared or shared in a classroom, all children and all staff members must wash their hands before touching food,
 - * All food and all ingredients are to be stored correctly and covered.
3. **Food Stalls at School including PREP**
 - All food must be covered
 - Tongs must be used to select food
 - The food handlers must wear disposable gloves
 - A separate person to handle money and not food.
 - The teacher in must supervise children while cooking and handling food.

GUIDANCE COUNSELLING

1. Children at this school will receive good guidance and counseling through staff, RTLB and any other people deemed necessary.
2. Parents / caregivers will be informed about their child's progress or lack of progress and concerns about their behaviour.

HEAD LICE

1. If a teacher suspects that a child has Head Lice or Head Lice eggs they need to contact the children's parents. Public Health Nurse may be contacted to visit the family to give advice.
2. Routine notification of head lice within the school will be placed on the next newsletter.

HEALTH & SAFETY OF EMPLOYEES AND NON-EMPLOYEES: Refer health and Safety Plan for greater detail.

1. The minimal physical standards of school facilities as detailed in "The Code" must be complied with by Boards as employers.
2. Mandatory requirements are imposed on Boards by the Act and are administered by Work Safe.
- 2a. Identify all actual and potential hazards in the school and take all practicable steps to ensure -
 - (i) all employees and other persons in the school are safe while there
 - (ii) all hazards are identified
 - (iii) where hazards are identified significant steps are taken to eliminate, isolate, and minimize.
 - (iv) an annual review of the school to identify all of the hazards - BOT and a staff safety representative. These to be logged and kept in the ***Hazard and Maintenance Reporting book*** in the staffroom.
 - (v) Any hazards identified on a day to day basis will be logged in the ***Hazard and Maintenance Reporting book*** (staffroom).
- 2b. Provide information, training and supervision to employees about -
 - (i) hazards (whether significant or not) which have been identified
 - (ii) where safety clothing and equipment is kept
 - (iii) emergency procedures
 - (iv) provide information that enables employees to understand and deal with hazards appropriately.
- 2c. Ensure that non employees (children)
 - (i) do not harm other persons
 - (ii) as occupier of the school, that people in the school and in the vicinity of the school are not harmed by any hazards arising in the school.

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- 2d. Ensure that employees take all practical steps to ensure their own safety and that no action or inaction on their part causes harm to any other person.
- 2e. **Keep a register of Accidents** which either harmed or might have harmed any employee. Notification of any serious harm or an accident, is required as soon as possible to the Occupational Safety and Health Division – Work Safe and a written report submitted within 7 days of the event.
- 2f. Ensure that where a person is seriously harmed at the workplace that no one removes or disturbs any wreckage, article, or thing related to the incident unless it is necessary to
- (i) save the life of, prevent harm to, or relieve the suffering of any person or
 - (ii) prevent serious accident to or serious loss of property
 - (iii) a Work Safe Inspector or a member of the police must give permission before the accident scene may be disturbed.
- 2g. Ensure that at any time a Work Safe inspector may gain entry to the workplace for the purpose of any inspection, examination, or other enquiry by an inspector.
- 2h. Be aware of the responsibilities in relation to Improvement, Prohibition and Suspension Notices that may be issued by a Work Safe inspector.
- 2i. The operation of machinery/tools will be used in an appropriate manner so as to ensure the safety of others. School mowing will be done when children are not around.

HEALTH & SAFETY - ON SITE TRADES PERSONS:

1. In accordance with The Health and Safety in Employment Act 1992, Toko School must ensure that any contractor carries out their duties in a safe manner.
2. Toko School will monitor the safety performance of all contractors working on our site and may at any time inspect the procedure and controls to ensure compliance with the Health and Safety control programme. Any variation to details submitted by contractors must be advised to us and receive our approval before work proceeds.

INJURY AND INCIDENT MANAGEMENT REPORTING:

Incident management is key to any workplace's Health and Safety systems/processes. Incident management requires a school wide approach with clear points of accountability for reporting and feedback. The purpose of this policy is to:

- outline the principles of incident management
- standardise the incident management process
- ensure consistency in definitions
- outline roles and responsibilities for incident management

How do we manage incidents effectively?

The principles of accountability, obligation to act, and collaboration should be applied at each step of the incident management process. The six steps include identification, notification, classification, investigation, action and evaluation.

Step 1: Identification

It is important for all workers to recognise when an incident or near miss has occurred. Workers need to act immediately to make sure those who are involved are safe and that the workplace

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poses no further risks. You may need to apply first aid. First aiders are available to provide immediate assistance to anyone who has suffered an injury or illness while at work.

Step 2: Notification

Workers must notify their relevant school leader when an incident occurs. The board uses the incident notification form to document incidents. School leaders are required to investigate incidents lodged by their workers to ensure local action is taken. All incidents and notifiable events including near misses must be reported.

Step 3: Assessment

The relevant school leaders need to assess the level of incident that has occurred. When a 'Notifiable Injury or Illness' and/or 'Notifiable Incident' happens, WorkSafe NZ must be contacted. This is called a Notifiable Event.

The site must be kept preserved to allow WorkSafe NZ to inspect it. Examples of a notifiable incident include harm that causes hospitalisation for 48 hours or more, amputation of a body part etc.

Step 4: Investigation

The investigation of incidents is an essential component of incident management.

All incidents, including notifiable events, should be investigated to identify the causes. Following the investigation, corrective actions to prevent similar incidents and injuries happening again are identified and implemented as soon as possible after the event. This policy is not a requirement under HSWA, however it is an example of good practice. 65

Step 5: Action

Actions are developed for each recommendation. Actions may be in the form of putting in place risk controls. The HSR, the affected worker, and others in the workplace may be consulted about the action. Accountability for each action will be given to a person in the work group. Progress on the implementation of actions is monitored regularly. Mechanisms for monitoring include risk registers, team meetings, health and safety committees and aggregated information collated by the principal or the HSR. The HSR or principal collates this information to generate reports and analyse incident data to identify trends, risks and to initiate, monitor and/or evaluate system improvements.

Step 6: Review

The review step monitors whether the actions taken have been successful in preventing further incidents. Actions that have been made must be regularly monitored and reviewed to ensure they are effective. The manager is expected to do this in consultation with workers.

Roles and Responsibilities

Everyone has a part to play in managing incidents effectively.

PCBU

The board of trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- making health and safety a key part of our role
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- helping workers who were injured or ill return to work safely

Officers – (principal and individual board members)

- know and keep up to date with incidents that are associated with the school's operations
- ensure resources and processes are in place to prevent incidents
- ensure processes are in place for timely information on incidents
- ensure health and safety processes are actually implemented

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- monitor the health and safety performance of the school

Workers – (employees, temporary workers, contractors, volunteers)

- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- immediately report any incident to their relevant school leader
- report any risk or hazard to the relevant school leader to prevent injuries occurring
- cooperate with the incident management policy and its procedures in the workplace including investigations of incidents
- participate in the implementation, monitoring and evaluation of actions following an incident investigation
- comply with any reasonable instruction given by the board or the PCBU they are visiting
- encourage fellow workers and others visiting the workplace to notify identified incidents

Members of the schools leadership team

- view all incident investigation forms submitted by workers as soon as practicable
- report notifiable incidents to WorkSafe NZ via the school's principal
- investigate all incidents submitted by workers who report them, undertake actions in a timely manner, and document these
- consult with health and safety representatives, the affected worker, and others in the workplace during investigations and actions
- delegate actions to relevant workers, who may also need to review them • monitor and review the effectiveness of actions taken

Health & Safety Representative

- represent workers on matters relating to health and safety incidents
- investigate complaints from workers in the workplace
- monitor the incident management approach undertaken by the board
- promote the interest of workers who have raised/reported health and safety incidents
- if requested by the relevant school leader, participate in incident investigations

First Aiders

- take reasonable care of their own health and safety
- identify themselves to workers and others in the workplace
- provide immediate assistance to anyone who has suffered an injury or illness while at work
- ensure that the workplace has adequate First Aid resources
- ensure that First Aid can be provided for the risks that are apparent within the workplace
- keep their qualifications up to date
- attend training or refresher courses as required

Others in the workplace – (visitors, students, parents etc)

- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- comply with instructions given by the board or another PCBU
- immediately report any incident to an officer

INJURY AND INCIDENT REGISTER

This is kept in the sick bay cupboard.

It includes the following documents::

- Injury and Incident Procedure - Flow Chart.
- Injury or Incident Investigation Form .

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-
- Injury and incidents will be reported at monthly BOT meetings.

ILLNESS:

1. Sick children will be sent to the office. An assessment will be made and a parent/caregiver will be contacted if necessary to collect their child.
2. If no one can be contacted the family doctor will be contacted if necessary. (Refer to parental medical consent form).
3. Medication is not administered without referring to Health details on the school's Student Management System, Assembly.

LEAVING THE SCHOOL GROUNDS

1. The boundaries of the school are defined by the perimeter fence.
2. Children are not given permission to leave the school alone.
3. Local children going home for lunch or other reasons must have phoned or written permission from their parent/caregiver.

ONLINE PUBLICATION OF STUDENT LEARNING

The school uses a range of learning technologies to enhance student learning. These include electronic mail and Internet. The School maintains a web site, facebook page and class blogs with events, news and learning at Toko.

GUIDELINES:

The purpose of publishing/producing material on line is to:

- Break down barriers between home and school
- Increase use of ICT at home and school
- Personalise learning in action
- Encourage students to be in charge of their learning.
- Promote and develop a range of learning partnerships
- Utilise technology to enhance learning.
- Enhance communication
- Encourage the student to be part of the school community
- Promote the school to the wider community.

The school will publish material on its own web site and NZ based web sites endorsed by the Ministry of Education.

The school may recommend that student work, or the whole school web site, be available through Te Kete Ipurangi.

The school acknowledges that it cannot control access to the site.

The school will only identify students by year and Christian name. No surnames, address or phone numbers will be listed.

The school will not publish work or images of children **if asked not to by child/ parents or guardians.**

The school will remove any material about a child or by a child upon request by the legal guardian.

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The school will not publish material online that may defame anyone, be objectionable from a human rights point of view, be obscene, or infringe the copyright of third parties. The web site will be as error free as possible.

The school web site and facebook will have a web master that is responsible for content and publishing. At this time it is the Principal and e/Learning Leader.

Individual classroom 'web sites', eg flickr accounts, blogs, and wiki's, podcasts will be the responsibility of individual classroom teachers to monitor, control content and administer. Teachers need to take this responsibility seriously and appropriate the time to ensure that the 'websites' fit into broader school beliefs i.e. Toko School Learning Stars.

Revised: May 2015

PERSONAL SAFETY OF STAFF

1. Staff members are encouraged to not work alone at school after the hours of darkness. The building should be kept locked when staff are working beyond normal operating hours
2. If staff are working at school over the weekend or over school holidays they must let someone know they are at school and when they are likely to return home. They should lock themselves inside the school.
3. Staff are advised to avoid interviews where no other staff are present in the school.
4. Staff are asked to avoid any situation where they act in isolation.
5. Staff must use step ladders provided.
6. Staff must use the trolley provided to move heavy items or ask for assistance when lifting heavy objects.
7. **Bending?**

POISONS/SPRAYS

1. Poisons and sprays are only stored in the garage shed and are to be used in accordance with the manufacturer's instructions. Only the Principal or delegated staff member may open the poisons cupboard.

PUBLIC HEALTH NURSE

1. The Public Health Nurse visits the school regularly

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2. Teachers with any concerns will notify the principal. The Nurse will be informed of these on arrival and can follow up any concerns.

RUBBISH DISPOSAL

1. The school has various bins and plastic containers for paper, plastic and food.
- 2.
3. Children are encouraged to put the correct rubbish in the correct plastic container
4. Each class is responsible for their own daily recycling of rubbish
5. Year 7 & 8 monitors will dispose of and scraps daily.
6. Year 7 & 8 duties include disposing properly of school rubbish from classrooms.
7. The landfill bins are emptied as needed by contractor.
8. The incinerator is not used!

SCHOOL RULES

Refer to Helping hands and Respect/Responsibilities Posters. These should be on display in all classrooms.

STUDENTS RESPONSIBILITIES:

- You have a responsibility to allow others to work without being bothered.
- You have a responsibility to complete your classroom work.
- You have a responsibility to help make school a good place to be.
- You have a responsibility to take care of property.
- You have a responsibility to come to school.
- You have a responsibility to obey school rules.
- You have a responsibility to take school messages home.
- You have a responsibility to practice good personal cleanliness.

CLASSROOM MANAGEMENT PLAN:

- Classroom rules must be phrased to suit class level.
- These rules are formulated around the student's responsibilities.
- Students must be involved in the creation of rules.
- Teachers must then teach the rules to students.

SEXUAL, RACISM & HARASSMENT

1. Procedures for adults:

When a staff member has a complaint against another staff member, Board member or parent they should:

- a. Tell the person that it is not acceptable behaviour and that it should stop (verbal) with support of another staff member if necessary.
- b. Seek assurances that the behaviour will stop and an apology will be made. (Verbally).
- c. If behaviour persists state further action intended (written) d and e below.
- d. Complaint to be forwarded in writing, to Principal and / or Board.
- e. After seeking support and guidance from NZEI or STA the Principal and / or Board will investigate the complaint thoroughly and mediate with both parties.
- f. If the parties involved feel the matter can still not be resolved then direct NZEI or STA mediation will be called for.
- g. The Principal should inform the school's insurance company. The insurance company needs to be kept updated regularly on any developments.
- h. The staff member may be suspended on full pay once the investigation has begun. (Refer Contract)

The complainant should fully document all details and dates of incident, circumstances and procedures taken.

Procedures for Children:

When a child has a complaint against an adult or another child:

- a. The child should tell an adult, parent, teacher or Principal.
- b. The adult has the responsibility to report the information to the Principal.
- c. Further action should be carried out under the guidance of the senior staff.

Procedures against the Principal:

- a. The Board should use the references that follow in conjunction with assistance from the School Trustees Association. A Board may also need to seek legal assistance;
 - * Collective Employment Agreement
 - * Code of Physical Conduct - NZEI
 - * Health and Safety in Employment Act - Codes and Practice - STA

STRAY ANIMALS

1. Principal/staff to contact the pound to come and take the animal away. Safety first. Don't get bitten!
2. If the animal is known to the school then the owner will be contacted to come and collect it.

SUNSAFE

Children, staff and community will be encouraged to:

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1. Wide brimmed hats are the expected head wear. This includes bucket hats with a reasonable brim!
2. No hat no play outside in the sun!
3. Parents are encouraged to send sunscreen to school with children.
4. Sunscreen is available *on request* from the staffroom for use by children.
5. Onus to wear sunscreen must be on the children.
6. Use shaded areas provided by the school.
6. Avoid sunbathing.
7. Assess the school grounds for shade areas.
8. Plant trees that provide shade.
9. Make sunsafe practices a cross curriculum focus on a bi annual basis.
10. A wide brimmed, yellow, “Toko School” hat is available for purchase **when** purchasing the school’s sport’s uniform.
11. During swimming times, children will be encouraged to wear either a rash vest/suit and or sunscreen.

VISITORS TO SCHOOL

1. All visitors to the school will report to the office on arrival and sign the visitors book.
2. The Principal is to be informed of all visitors/guests whom staff invite into the school. It is courtesy for such people to be introduced to the Principal on arrival.
3. Parents/caregivers wishing to observe programmes in action should arrange a suitable time with the class teacher, and the class teacher by courtesy then inform the principal.
4. Children should become familiar with matters relating to greeting guests and thanking them.
5. Trades persons onsite / visitors will be informed of any hazards to be avoided.